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ABSTRACT

The self awareness teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are "Me and My Family", "Me and My Ability", "Me and My Interests", "Me and My Values", and "Me and My Looks". Student resource materials for the module are appended. (PHR)

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ED166872

# PROJECT S.P.I.C.E.

## SPECIAL PARTNERSHIP IN CAREER EDUCATION

## SELF-AWARENESS

## TEACHING MODULE

SEPTEMBER, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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## INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness information to intermediate aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Model:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Career/Educational Awareness (Standards 1, 2)
3. Decision Making (Standards 4, 5)
4. Economic Awareness (Standard 3)
5. Employability Skills (Standard 6)
6. Rights and Responsibilities (Standard 8)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities for the module.

The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you decide how the materials could be used in the classroom.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered as guidelines and suggestions. You should feel free to alter, add, exclude, or ignore any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 3-5 Series, published by Education Achievement Corporation.
3. Materials from the State of Florida, Department of Education, Division of Vocational Education, Employability Skills Series.
4. Commercially produced materials from:
   Walt Disney Productions
   Society for Visual Education
   McDonald's Corporation

The career awareness program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum you introduce in place of an existing program, but more importantly, an integration into your on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

# OVERVIEW

## MODULE OBJECTIVE

The student will identify and be able to demonstrate a minumum of five characteristics about self.

## STUDENT PERFORMANCE OBJECTIVES

The student will be able to:

1. Name one characteristic about self in a familial or social context.
2. Name one characteristic about his abilities.
3. Name one activity in which he participates.
4. Name one thing he values.
5. Name one physical characteristic of self.

## MODULE ORGANIZATION

This module is designed to help students become aware of characteristics about themselves. The module is made up of five units containing eight learning activities.

Unit I: Students are introduced to awareness of self and family, with emphasis on gaining knowledge about self via how others see him.

Unit II: Students are introduced to awareness of their abilities by identifying and demonstrating their abilities.

Unit III: Students are introduced to awareness of their interests. They are encouraged to demonstrate, discuss and share interests with other students.

Unit IV: Students are introduced to awareness of their values through written activities, discussion, sharing time and media presentations.

Unit V: Students are introduced to awareness of their physical characteristics.

Throughout the course of this module, peer interaction, community career consultants, classroom instruction and parental involvement should be used to facilitate learning. The Valuing Approach to Career Education, 3-5 Series, published by Education Achievement Corporation was used as a guide in the development of the ideas, activities and materials used in this module. Many ideas and materials included in the series were adapted for use by EMH students.

MODULE UTILIZATION

The units in this module may be taught in any order. The units can be taught in as few as 6 weeks or they can be extended throughout the program. The latter procedure is highly recommended. Much of the emphasis in this module is related to concepts in Module 3 - Decision Making/Beginning Competency.

This module requires additional planning and materials for a more comprehensive self-awareness unit. Some activity sheets are provided in the module; however, you will need to provide the following materials for this module:

Unit I: "About Me" Folders

Unit II: "I Can..." Sheets

Unit III: Picture Cards

Unit IV: Role-playing Situations

The media materials suggested for use in this module are excellent for self-awareness. If these are not available, others may be substituted or added. Filmstrips should be viewed and discussed on separate days; consequently, 6-8 days will be needed to accomplish this task--plan ahead.

## ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: (A) by evaluating the quality of each student's participation in the activities of the module and (B) by administering the test at the end of this module.

(A) Students participate in a variety of learning activities all of which are intended to help them achieve one or more objectives. Thus, you may establish performance criteria for each activity and evaluate student achievement based upon their participation in the learning activities.

(B) Student attainment of all of the objectives for this module can be measured in part by a written or oral description of self. Directions for administration of such an activity are included at the end of the module, as well as directions for judging and scoring student's descriptions.

# MODULE PROFILE

| TOPIC | LEARNING ACTIVITIES | RESOURCES/MATERIALS |
|---|---|---|
| UNIT I: Me and My Family | | |
| ACTIVITY I: Filmstrips/ Story Writing | Introduce during Language Arts by viewing the filmstrip series, Who Are You? | Filmstrip series, Who Are You? by Troll Associates |
| | Prior to each filmstrip assign students the task of writing a story concerning the title of the filmstrip for the day. (View the filmstrips on separate days). | Paper and pencil |
| | If willing, have students share their completed stories with others in the classroom. | |
| | After viewing a filmstrip, discuss important information gained from the filmstrip. Reread student stories and discuss possible changes they might make in their stories. Discuss what information the students have learned about themselves. | Student stories |
| ACTIVITY II: "About Me" Folders | Ask the students to discuss each topic emphasized in the filmstrip with their families. Have the students rewrite their stories and place them in an "About Me" folder. | Paper and pencil<br>Manila "About Me" folder for each student |

## MODULE PROFILE (CONT'D)

| TOPIC | LEARNING ACTIVITIES | RESOURCES/MATERIALS |
|---|---|---|
| ACTIVITY III: Interaction Session | Plan time when students can share their feelings about each other. Have students select one or two students to be "spotlighted" for each interaction time.<br><br>Classmates should emphasize strong points. A student should be "spotlighted" only once during the program. | |
| ACTIVITY IV: Social Studies | Discuss the family unit through your social studies activities, using any available materials. | Available social studies materials relating to family unit. |
| UNIT II: Me and My Ability<br><br>ACTIVITY I: "I Can..." Sheets | Instruct the students to list all the things they can do on the "I Can..." Sheet. Have parents help in preparing this list and evaluating it periodically.<br><br>Have students refer to their "I Can..." Sheets throughout your program. Ask them to cite and demonstrate examples of one of their abilities to the class, teacher or parent. | "I Can..." Sheets |

# MODULE PROFILE (CONT'D)

| TOPIC | LEARNING ACTIVITIES | RESOURCES/MATERIALS |
|---|---|---|
| ACTIVITY I: (cont'd) | From the "I Can..." Sheet make several checklists: school, home, peer interaction. Assign tasks relating to the use of abilities associated with the checklists.<br><br>After the students have completed their tasks, ask them to add or delete abilities from their "I Can..." Sheets according to whether or not they can accomplish the assigned task.<br><br>In discussions with community career consultants, have students compare their "I Can... Sheets with the skills and duties necessary for an occupation. | Teacher-prepared checklist |
| UNIT III: Me and My Interests<br><br>ACTIVITY I: Hobby Day | Introduce the concept of a hobby.<br><br>Allow time for students to bring in samples of their hobbies to share with their classmates, or allow them to briefly describe their hobby. | |
| ACTIVITY II: Do You See What I See? | Give each student a picture card. Have the student study his picture card, then write statements about | Picture Cards |

## MODULE PROFILE (CONT'D)

| TOPIC | LEARNING ACTIVITIES | RESOURCES/MATERIALS |
|---|---|---|
| ACTIVITY II: (cont'd) | What he sees in the picture. Collect the cards and redistribute them, giving the same instructions.<br><br>Two students viewing same card read their statements and discuss.<br><br>Discuss the statements with the entire class, stressing likenesses and differences among students. | |
| ACTIVITY III: Dedicated To Me | Familiarize the students with the term "statue."<br><br>Distribute the worksheet, "Dedicated To Me" Have the students share completed worksheets and discuss their statues. | "Dedicated To Me" Activity Sheet |
| UNIT IV: Me And My Values<br><br>ACTIVITY I: "Remembering and Wishing" | Provide a "warm-up" activity where students are asked to give responses to prepared statements.<br><br>Discuss likenesses and differences among student responses.<br><br>Students complete "Remembering and Wishing" activity sheet. Have students share their responses on the activity sheet in small groups. | Statement - Response Sheets<br><br>"Remembering and Wishing" Activity Sheet |

## MODULE PROFILE (CONT'D)

| TOPIC | LEARNING ACTIVITIES | RESOURCES/MATERIALS |
|---|---|---|
| ACTIVITY II: What Do You Think? | Discuss the meaning of values.<br><br>View and discuss the filmstrip series "What Do You Think?"<br><br>Design a work situation which students can role play for each topic presented in the series.<br><br>Discuss the outcome of the work situation. | Filmstrips "What Do You Think" by Troll Associates |
| ACTIVITY III: Student Projects | As the students present their projects from on-site visitations, have them discuss how their values relate to or are in conflict with that particular job opportunity. | Student on-site visitation projects. |
| UNIT V: Me And My Looks<br><br>ACTIVITY I: Learning About Me | Any social studies or health activity which would help the student identify his physical being.<br><br>Career Consultants on-site and on-campus can discuss physical characteristics of employees. | Social studies, science, or health activity dealing with physical characteristics of self.<br><br>Community Career Consultants |

# LEARNING ACTIVITIES

## Unit I

### Me and My Family

Student Performance Objective: The student will be able to name one characteristic about self in a familial or social context.

Activity One - Filmstrips/Story Writing

Introduce this module during your language arts periods by viewing the filmstrip series, Who Are You? by Troll Associates. Prior to viewing each filmstrip, "Who Am I Anyway?", "How Your Parents See You", "How Your Brothers and Sisters See You","How Your Friends See You", "How Grownups See You", and "Who I Really Am", assign students the task of writing a story concerning the title of the filmstrip for the day. (These filmstrips should be viewed on different days).

When students have completed their stories, and if they are willing, share their stories with others in the group. Do not discuss stories at this time.

After viewing a filmstrip, discuss the important information gained from the filmstrip. Ask students to reread their stories. Discuss the possible changes they might make in their stories, and what information they have learned about themselves.

Activity Two - "About Me" Folders

Ask the students to discuss each topic emphasized in the filmstrips with their families, then have the students rewrite their stories and place them in an "About Me" folder for each student. An "About Me" folder is a manila folder used by the student to gather and store information about himself.

Activity Three - Interaction Sessions

Plan interaction time when students can share their feelings about each other. Have students select one or two children to be "spotlighted" for each interaction time. Classmates should describe the "Spot-lighted" students, emphasizing their strong points. This activity needs to be carefully monitored so children do not get hurt. A student should only be "spot-lighted" once during the program. These sessions may be repeated as often as needed.

Activity Four - Social Studies

Through your social studies activities discuss the family unit. This can be accomplished with the materials you have available. From the study of the family unit, the students can begin to focus on themselves and their families.

## Unit II

## Me and My Ability

Student Performance Objective: The student will be able to name one characteristic about his abilities.

### Activity One - "I Can..." Sheets

Introduce this unit by providing each student with an "I Can..." sheet. You can either have students make up their own or you can ditto sheets for them. An "I Can..." sheet is nothing more than a piece of paper with a place for a student's name and the words "I Can..." written at the top.

Instruct the students to list all the things they can do. These should include activities and jobs they participate in at school and home as well as sports, hobbies, etc. Have parents help in the preparation of this list. Periodically, have parents give you a report on how well students perform the activities on their list and what new activities should be added to the "I Can..." sheets.

Throughout your program have the students refer to their "I Can..." sheets asking them to cite examples of one of their abilities and to demonstrate that ability to the class, teacher or parent.

From the "I Can..." sheet make several checklists: school; home; peer interaction. Assign the students tasks relating to the use of abilities associated with the checklists and ask the students to complete the tasks. Then ask the students to add or delete abilities from their "I Can..." sheets according to whether or not they can accomplish the assigned task.

In talking with community career consultants, have students compare their "I Can..." sheets with the skills and duties necessary for an occupation. Let students begin to relate their abilities to occupations.

## Unit III

## Me and My Interests

Student Performance Objective: The student will be able to name one activity in which he participates.

### Activity One - Hobby Day

In preparing students to focus attention on their interests, start talking about "Hobby Day." During your planned academic lessons talk about the concept of a hobby; what is it; why have a hobby? Then set aside a day for students to bring in samples of their hobbies. During the sharing time students should be able to see what others do and to ask questions about the hobbies. If students cannot bring in samples of their hobbies, they should be allowed to briefly describe their hobby. NO JUDGEMENT ABOUT THE QUALITY OF THE HOBBIES SHOULD BE MADE--THIS IS SHARING TIME, NOT GRADING TIME.

### Activity Two - Do You See What I See?

As students learn about self, they are also learning that they are unique and different. In this activity give each student a picture card. Picture cards are made from pictures from magazines, newspapers, or books and glued to a 5 x 8 index card. The total number of picture cards you will need will depend upon how many students you will have participating in this activity. You will need one card for each student.

Have the student study his picture card, then write statements about what he sees in the picture. These statements should be written on a separate piece of paper. Do not provide any additional information to the students. Collect the cards and redistribute them, giving the same instructions. At the conclusion of the activity, have a sharing time. Let the two students who viewed the same picture card read the statements they made about the pictures. Discuss the statements with the entire group stressing the concepts of likenesses and differences among students.

### Activity Three - Dedicated To Me

Prior to this activity, students should become familiar with the term statue. Enroute to an on-site visit, statues may be seen and discussed. When students have background information about statues, distribute the worksheet, "Dedicated To Me." When the students have completed the worksheet, have a sharing time and discuss the students' statues.

## Unit IV

## Me and My Values

Student Performance Objective: The student will be able to name one thing he values.

### Activity One - "Remembering and Wishing"

Explain to the students that we often find out things about ourselves by events we remember and the things we wish for. In this activity, the students will be making statements about what they can remember or what they can wish for. To "warm-up" the students for this activity, plan a statement-response session where students are asked to give responses to the following statements:

1. This year on the first day of school I remember _____.
2. Yesterday was important for me because _____.
3. Tomorrow I wish I could _____.
4. Right now I wish I could _____.

Discuss how each student's response was like or different from the responses of other students. Now students should be able to complete the activity sheet entitled, "Remembering and Wishing."

When students have finished their sheets, have them share their responses in small groups.

### Activity Two - What Do You Think?

Introduce this series of activities by discussing with the students their ideas about values. Discuss the meaning of values. View and discuss the filmstrip series "What Do You Think?" by Troll Associates. For each topic (thoughtfulness, promises, lying, cheating and stealing) design a work situation which students can role-play. Discuss the outcome of the work situation.

### Activity Three - Student Projects

Whenever students present their projects for on-site visitations, have students discuss how their values relate to or are in conflict with that particular job opportunity. Students need to recognize when they can or cannot fit into a particular type of work situation.

## Unit V

## Me and My Looks

Student Performance Objective: The student will be able to name one physical characteristic of self.

### Activity One - Learning About Me

This activity can be related to your social studies or health unit. The purpose of this unit is to help the student become aware of his physical self. Any activities which would help the student identify with his physical being would be appropriate. A photographic autobiography, growth charts, experiments in arm strength, leg strength, etc.,would be good activities.

Through on-site and on-campus visits, physical characteristics of employees can be discussed with such questions as: Do you have to be a certain height? weight? sex? race? etc.

## Concluding Module Activity

Since students should have learned many characteristics about self through the previous activities, have students make a photographic journal about themselves. To be included in this journal are pictures of their environment, characteristics they identify with, activities they engage in. Each picture should be accompanied by a written explanation. Photographic journals can be displayed in the classroom, library, or other designated areas within your school.

# APPENDIX - STUDENT RESOURCE MATERIALS

## REMEMBERING & WISHING

Here are things that I will always remember and other things that I wish for.

1. The greatest thing that ever happened to me was _____

2. The first best friend I ever had was named _____

3. A place I visited that I will always remember is _____

4. _____ was the name of the pet I loved most.

5. I used to like to _____ but now I'm too old for that.

6. I will always remember when my parents _____

7. I will always remember the day I _____ _____

8. My friends like me because I can _____ _____

9. I like to _____ in my free time.

10. Something I'd like to do or have if I had lots of money is _____

11. Someday I'd most like to be like _____ _____(name a person)

12. My dream house would have lots of _____ _____

13. I wish I were _____ years old again, because then I could _____

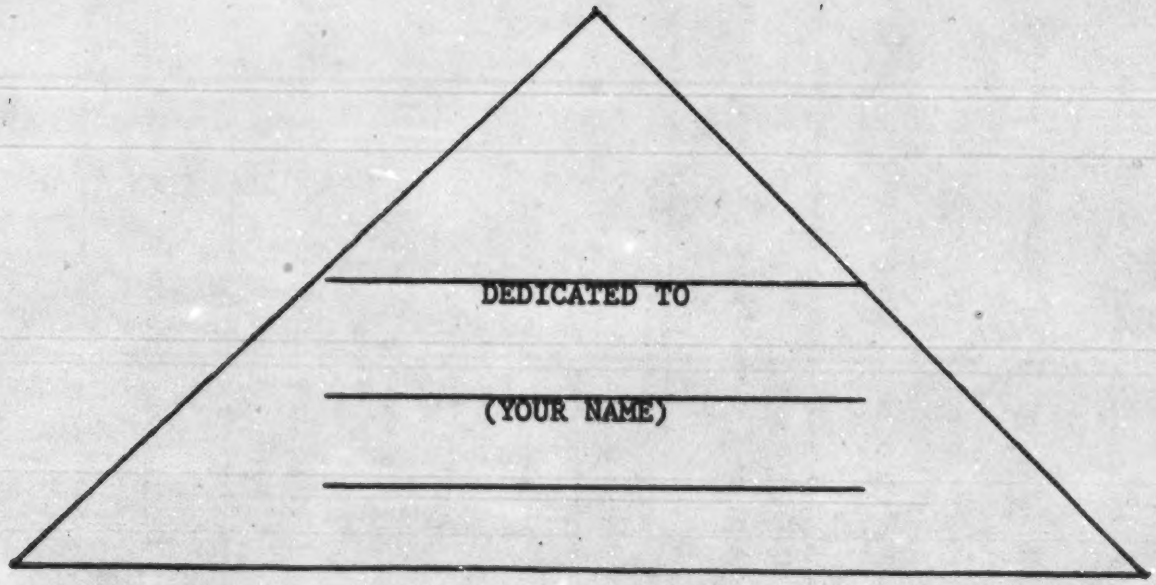
14. I wish I were 25 years old, because then I could _____

15. I've always wanted a _____ for a pet.

16. When I'm older I want to _____ _____

# DEDICATED TO ME

The people of our city want to dedicate a statue to you in the park. What words do you want them to say about you on your statue for the people of the future to know? Write the words in the triangle below and draw yourself as a statue in the city park.



## Test Administration

### Pre-Test

By giving the student the opportunity to "Tell About Himself" before using any activities in this module, you will have information concerning the student's present knowledge of self.

The test may be given as an oral assignment, allowing students 5 minutes in which to write or tell you about himself. Do not give any information other than "In the next five (5) minutes please tell about yourself." If the child is orally presenting the information, have a tape recorder present so that you will not have to write down all that he says. The recording then can be transcribed.

### Post-Test

The post-test should be given at the conclusion of the module. The post-test is identical to the pre-test. Directions for administering the post-test are the same as for the pre-test.

## Judge Instruction Sheet

General - Your task is to read student's descriptions of themselves and then determine which category each description falls into.

Instructions -

1. Read over the student's description carefully.
2. Circle each word or group of words that is a separate description of that person. There may be two or more per sentence.
3. Put the category number that best fits the description by the circled word or group of words.
4. Use the category unidentified only where the description does not fit any of the available categories. Where the description might fit into more than one category, choose the one that seems most appropriate.

Categories -

1. Abilities - words describing something that the student is able to do. For instance, "I can do math well."
2. Values - words describing something that the student likes or wants. For instance, "I like to play baseball."
3. Activities - words describing something that the student does. For instance, "I clean my room every day." Note: If the student likes or wants to do the activity, it is a value not an activity.
4. Context - words describing the student's physical, social and familial context. For instance, "I am the youngest child in my family."
5. Personal - words describing the student's person, including age and physical characteristics. For instance, "I am twelve."
6. Unidentified - words describing the student that do not fit any of the other categories. Should be used only when all other categories are clearly inappropriate.

Examples -

1. (5 I'm an athlete) and (5 almost a teenager), (2 I love football) so I'm an (5 outdoor person).

2. I'm 11. I have 3 brothers, 2 sisters. Two of my brothers are married and one isn't. I like to draw. My favorite food is pizza and spaghetti. I have a cat. My name is Karen.

## Final Judge Instructions

General - Your task is to review and tabulate the results prepared by the two previous judges. Where they agree on the category into which a description fits, you simply tabulate their results. Where they disagree, you select the better of the two choices and enter the results.

Instructions -

1. Compare the categories chosen for the student's descriptions of themselves by the previous judges.

2. Where those descriptions agree, enter the number of each type of description indicated for the student on the tabulation sheet and the total number of descriptive comments.

3. Where the previous judges have disagreed on the category for a descriptive comment, select the better of the two possibilities. NOTE: Even if you think that a third alternative would be better than either of the possibilities chosen by the previous judges, do not use it. Select the better of the two possibilities provided by the previous judges.

4. When entering comments on which there was a disagreement, circle the comment's tabulation.

Example: Student 003

Judge 1: I'm an athelete and almost a teenager. I love football so I'm an outdoor person.

Judge 2: I'm an athelete and almost a teenager. I love football so I'm an outdoor person.

TABULATION SHEET

| Student ID Number | Category 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|
| 001 | / | "① | " | | | | 6 |
| 002 | /// | ① | | | / | | 5 |
| 003 | | / | | | "① | | 4 |

Self-Awareness Measurement Procedure -

General - The procedure requires three people. Two of the people serve as initial judges. Their task is to read the students' descriptive comments and assign them one of six possible categories. Comments can be included in only one category. The final judge resolves conflicts between the initial judges and tabulates the scores.

Procedures -

1. Each judge should do all of the student descriptions. If for any reason, the task is divided among more than one set of judges, the treatment groups should be randomly divided among judges. In no case should one set of judges get all the project students while another set gets the non-project students.

2. Students names should be removed from the transcripts provided the judges. Students should be assigned different numbers for their pre and post comments. There should be no way for the judge to discover that the same students have been tested twice. They should not be informed of this fact.

3. Judges should not be informed of the nature of the project or the questions of interest. If they express an interest they can be told after they have completed their judging. They can make no alterations to their judgements after they are aware of the project's nature. (Judges should not be familiar with the nature of the project or acquainted with the project staff prior to conducting the judging).